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ABSTRACT

This document contains two case studies of adult education programs in Cameroon. Both case studies begin with a "face sheet" on which is recorded basic information about the program and the case study itself. One case study is intended to evaluate the impact of the agricultural university center in the Dschang area from 1977-1987 and to provide guidelines for organizing extension and outreach activities more efficiently. An introduction describes the center. Other sections describe the study's methodology and extension problems in coffee production and marketing, food crop production, and animal production. Also addressed are extension problems with local organizations, the potential role of the university center as perceived by small farmers, the potential role of the university center as perceived by public and private institutions' staff members, and the potential role of the university center as perceived by staff members of public and private institutions. A four-item bibliography is included. The second case study describes the educational activities of Cameroon agriculture extension stations, which are aimed at farmers operating farms from one-half acre to three acres in size. Major sections describe the stations' setting, goals, process of planning and conducting programs, the participants and their needs, the role taken by extension agents, the content of the programs, the history of the stations, and the stations' current status. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

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ED311167

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: CAMEROON

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29O/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

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2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
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2O/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults.	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
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5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
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*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
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2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
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21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
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29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
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13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
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*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
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24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
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29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
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42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
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*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
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22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
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*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
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15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
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29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
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*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
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29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
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*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
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Face Sheet
World Perspective on Adult Education

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   City or Town DSCHANG State or Province _____

   Nation CAMEROON

2. Check whether this case is based on

   ( ) an actual program

   (X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   ADULT EDUCATION PROGRAMS IN CAMEROON

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). B. AGRICULTURE

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   MINISTRY OF AGRICULTURE

6. Basic characteristics of service area
   Whole country

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ worldwide

7. Year(s) covered by the case description _____

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ADULT EDUCATION PROGRAMS IN CAMEROON:

A F R I C A

INTRODUCTION

A. THE SETTING

Extension education is one of the main aspects of adult education in Cameroon. Extension educational activities are under the responsibility of the Division of Extension of the Ministry of Agriculture.

The Division of Extension is part of the Department of Agriculture which coordinates the activities of its branches : the Provincial Delegations of Agriculture (regional level), the Divisional Delegations of Agriculture (Divisional level), the sub-divisional and village agriculture Extension stations (local level).

The Ministry of Agriculture also includes other Departments involved in Extension educational types of activities namely:

The Department of Cooperatives and mutuality, the Department of Community Development, and so forth.

In addition to the Departments listed above, the Ministry of Agriculture and the Ministry of Planning & Economic Development coordinate the activities of parastatal organizations or Development agencies involved in rural development programs. Some of these organizations are: SODECAO (The cocoa Development Authority), UCCAO (The Cooperative Union for the Development of coffee production in the Western Province), SODECOTON (The Cotton Development Authority), SOCAPALM (The Palm oil Development Authority) just to mention a a few.

The above listed organizations have Extension educational components in their programs, through small peasant farmers' Extension programs.

In this first report of Adult educational programs in Cameroon, a brief review of the educational activities of Cameroon Agricultural Extension stations of the Department of Agriculture will be presented.

Subsequent reports will present Extension activities of the various parastatal organizations involved in Extension educational activities. Each case will be presented at a time.

Extension educational programs in Cameroon basically involve the deffusion of innovations by different development organizations, and assistance to small farmers in the adoption of these innovations. This approach aims at the improvement of the crops produced by small holders in rural communities (food and cash-crops), leading to the improvement of small - holders' income levels standards of living and their subsequent integration in the main stream of economic development.

The focus of the various Extension programs addressed to small - holders revolve around the diffusion and adoption of improved seed varieties, fertilizer, pest control chemicals, credit, and cooperative ideas.

Agricultural Extension stations at the village level either assist small farmers in food-crop production or in cash-crop production where the cocoa Development Authority or other organizations are not yet established.

Extention educational activities ranging from campaign, meetings, demonstrations, farm and home visits, radio, newspapers, and TV Cammunications are well known as well as their potential impact among adult learners in rural development programs.

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B. OUTCOMES

1. Goals.

In Cameroon the main goals of agricultural Extension stations are oriented towards the improvement of cocoa production in the Centre and South Provinces. This involves : chemical control of cocoa farms. The stations also help the other organizations like MIDEUIV in food crop production, BONADER in loan granting, best farm competition, etc.
The activities of Extension stations in cocoa production were predominant before the cocoa Development Authority started operating in the cocoa area centre and South of Cameroon.

In coffee area West of Cameroon, the goals of Extension stations is to improve coffee production through the diffusion of improved farming practices. This involves use of fertilizer, improved seed varieties, farm loans, and disease control, and membership in the coffee cooperative.

In Northern Cameroon, cotton is the main cash-crop. The main goals of Extension stations include the improvement of farm practices, farm production and productivity, small farmers' income levels and levels of living, diffusion of animal traction, creation and improvement of water wells, planting of trees, and encouragement of group farming for easy access to farm credit.

Though food-crop production is often part of most programs carried by Extension stations, it seems clear most educational activities are oriented towards cash-crop production. So while most demonstrations, farm and home visits, bulletins, posters, films ans slides are commonly used to teach small farmers about cash-crop production practices, no such things are known in food-crop production Extension programs.

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2. BENEFITS

The benefits of Extension educational programs are rather difficult to assess. No systematic records exist in relation to program achievements, small farmers participation and farm innovations adoption rates.

Extension achievements are almost all the time assessed subjectively by administrative authorities and Extension personnel. The following declarations are very common. "Farms are better maintained this year than the previous ..." or "the general attitude of small farmers toward Extension programs is very satisfactory". In the mean time statistics show decreasing output in cash-crop production year after year in spite of various incentives used by government to motivate small - farmers to produce more. Such incentives include : increased prices at the producer's level, subsidized farm inputs and so forth.

The reports reviewed and summarized here indicate, smallfarmers are reluctant to participate in Extension programs, because the new ideas are not convincing. This reluctance is observed in spite of some positive results by a few farmers in the communities. As a matter of fact experience shows the few that adopt innovations and participate more in Extension programs are wealthy, own big farms, and have good relations with Extension workers. They consequently have more access to the resources provided by Extension stations (farm loans, fertilizer, pesticides, guidance ....).

C. PROCESS.

1. PLANNING.

Extension programs are planned at different levels. For Extension stations programs are planned by the chief of station alone or/and through informations provided by Extension workers. Only field experience is the basis for planning Extension activities. Basically the goals to pursue are

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determined during a meeting of the local development committee.

In some cases, volunteers working in International Organizations, at the village level provide assistance in planning Extension activities. All reports reviewed do not mention any existing relationships between village Extension stations and the Department of Agriculture in planning and in implementing Extension programs. So it seems as if even though part of well defined structure of the Ministry of Agriculture, the Extension station still functions in isolation at the village level. Meetings with farmers are very reduced because of limited resources at the station. Informations are given small-farmers on the village or the local market days. Of course very little can be achieved in such circumstances educationally speaking.

2. METHODS

Extension educational processes of Extension stations are few. Meetings are very common as well as farm and home visits. But because of lack of resources and adequate training, bulletins, newsletters, and demontrations are never considered. The application of new ideas is also under the responsibility of most Extension stations. This implies within the cocoa regeneration program making sure for instance that farmers do greate cocoa nurseries, and do apply chemicals at the right moment and in appropriate quantities.

The point here is most Extension educational activities are well known by Extension workers but are never applied because of various reasons like : limited training of Extension workers, limited resources in the Extension stations, one way flow of informations if available at all. This does not allow neither interactions between Extension workers within the Extension system, nor interactions between Extension workers and small farmers, nor even interactions among small famers.

.../...

3. IMPROVEMENTS

A clear assessment of improvements does not appear in the reports reviewed. However a subjective view from Extension seems to be that production of cash and food-crop has gone up and many smallfarmers come to the Extension station for information. Basically this view may be incompatible with the reality that most farms are old, smallfarmers are reluctant to adopt innovations, and most young farmers leave the rural area for urban employments. Production is therefore not likely to improve as well the overall living conditions of rural smallfarmers. Finally it is not possible to ignore the fact that in most rural areas, smallfarmers are generally disatisfied with their interactions with Extension workers.

In the area of cash-crop production, evidence shows no improvements for the past ten years. In food-crop production, Extension education, farming groups, marketing, price structure, distribution, ect, have not received adequate attention from government officials.

D. INPUTS

1. PARTICIPANTS

Participants in Cameroon Extension programs basically involve small-farmers living in rural areas, operating small farms the size of which varies from 0.5 to 3 acres.

The main goals pursued in their agricultural activities which involve production of both cash and food-crops is to feed the household and/or the family and to market the surplus in case a market place exists and is accessible.

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Small-farmers generally speaking have a very low level or no formal education at all. They have heard about farm innovations but are hard to reach because of constraints associated with the application of these innovations such constraints include : Extension guidance (programs have almost not been designed yet, addressing smallfarmers in their language and conditions), cost and accessibility of farm innovations (most innovations are capital intensive, and therefore not easily accessible to smallfarmers), and accessibility of rural communities (most ruralacommunities are not accessible either during the rainy season or all year round).

2. NEEDS.

Smallfarmers needs in rural development are well known by government officials, Extension services, and Development organizations in Cameroon. These needs are multidimensional and as complex as the process of rural development itself. The needs of smallfarmers involve for instance : need of information about new farm practices, need of contacts with resource people like Extension agents on a regular basis, and need of functional relationships between development organizations and rural communities.

Though well aware of smallfarmers' problems, Extension stations only address those identified within the framework of their programs, and in a very selective way. All categories of smallfarmers' populations are not equally reached and do not have equal access to Extension assistance.

This is due to various reasons some of which are : poor organization of Extension programs, poorly defined Extension objectives and goals, limited resources in the Extension station in terms of well-trained personnel, equipments, and finances, and finally poor linkages between Extension stations, rural development organizations, and smallfarmers' communities.

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3. ROLE.

Extension workers and Extension agents are appointed by the Ministry of Agriculture, as government officials at the village level. They have a monthly salary determined on the basis of their level of education, and length of time on the job. At the village level Extension workers cooperate with village authorities like : the traditional village chief, the elders in the village, the chief of the village cocoa, coffee, or cotton cooperative, the chief of the village political party and so forth.

As government appointed officials, Extension workers assist village authorities in settling quarrels, land-ownership problems, distribution of pesticides, and fertilizer provided by government, distribution of improved seed varieties, and marketing of cocoa, coffee, and cotton at harvest time.

Because of poor work conditions in terms of equipments, background of the workers, Extension educational activities as mentioned earlier are almost non existant. The Extension worker is therefore seen as simple tax collector, and distributor of farm inputs.

4. CONTENT.

The content of Extension programs basically vary from one part of the country to the other, according to climatic differences, and the crops cultivated.

In Western provinces, accent is on coffee production, cereals like rice and corn, potatoes, cabage, tomatoes, and various tubers (yams, cassava, plantain) and so forth. In Southern provinces amphasis is on cocoa and coffee, plantain and bananas, cassava, pea nuts, etc. In Northern provinces, the focus of Extension programs is on : cereals different to some extent to the over grown in other provinces. These include : sorghum and millets,

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rice, corn; and different other crops namely : cotton, pea-nuts, yams, etc.

Extension programs of most Extension stations thus involve : improvement of farm practices, methods of land protection, promotion of farming groups, use of chemical for pest and disease control, use of credit, improvement of storage to reduce post harvest losses, and improvement of the marketing system.

The Northern part of the country is a cattle area. Extension programs also involve : improvement of animal traction, water supply and so forth.

Again though the content of Extension programs generally covers the main problem areas, it is not specific enough for implementation under local conditions. That means Extension objectives are not broken down into specific objectivies, activities, and tasks. Strategies and methods of implementing ideas are not spelled out as well.

E. EVOLUTION.

During colonisation and in the early days of independance, the Extension station used to be a very active structure in rural development. With the ideas of community development, cooperatives, green revolution and integrated rural development, the government created a number of development organizations along with the new development models. Extension stations were then either completely ignored or simply discarded in certain rural communities. There was a general belief that Extension station had not been efficient in developing rural areas. Extension workers in many communities could be seen watching new ideas being carried out by the new development agencies without clear knowledge of what their new roles and responsibilities were.

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Evolution of Extension stations was toward disintegration rather than consolidation and reorganization. This can be seen even nowadays in various rural communities.

F. INFLUENCES.

In spite of the creation of new development organizations, government has not officially abolished Extension stations. Most stations are ill-equiped, poorly staffed, and work conditions keep degrading year after year. After the exhiliration of the green revolution, the integrated rural development, and their failure in promoting the development of rural areas in spite of adequate resources provided by the government, there is a feeling that new strategies are needed and a realization that Extension stations were probably not to blame in failing to develop rural areas. Some lay people are even thinking given the same conditions Extension would have performed better than the new organizations.

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Face Sheet
World Perspective on Adult Education

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   Nation Cameroon

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it Ministry of Agric

   Extension programs of the Dept of Agric.

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Agriculture

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   Ministry of Agriculture

6. Basic characteristics of service area

   A. Whole Country geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ worldwide

7. Year(s) covered by the case description 10 years (1977-87)

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INTERNATIONAL ADULT EDUCATION

NETWORK

TOPIC : THE SCHOOL AND SOCIETY :
THE CONTRIBUTION OF THE CAMEROON
AGRICULTURAL UNIVERSITY CENTER
IN EXENSION PROGRAM IMPLEMENTATION

PROGRESS REPORT N° 2.

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INTRODUCTION

This report is an attempt to evaluate the impact of the agricultural University Center in the Dschang area, its location since 1978. Created in 1976 by a Presidential decree, the missions of the agricultural University Center of Dschang are :- to train selected students in agriculture as a vocation, to directly assist small farmers through existing Extension services, and carry out outreach activities as a support to government efforts to develop rural communities.

The purpose of this evaluation apart from assessing the potential impact of the University Center of Dschang among staff members of public and private organizations in the Dschang area, was to provide guidelines for organizing Extension and outreach activities more efficiently.

The University Center of Dschang is divided into Nine technical Departments namely :-

1° The Department of Agriculture with specialists in Agronomy, cash and food crops, fruit-tree, legumes and vegetables.

2° The Department of Rural Economics with staff trained in Farm management, marketing, Development economics, Economic policy and theory, International trade and price policy.

3° The Department of Rural Education, staff members are trained in Rural Sociology, Adult/Extension education, Youth and Women Extension, Communication, and Agricultural education.

4° The Department of Forestry with Specialists in Forest management, Fisheries, and Planning Natural reserves.

5° The Department of Agricultural Engineering, provides training in Agricultural mechanization, Irrigation, Water resource management, Rural electrification, and Rural Constructions.

6° The Department of Soil Sciences, is involved in analysing soils, and provides training in soil Fertilization, classification, and cartography.

8° The Department of Animal Science, training students in Animal breeding, Nutrition, Forage production, and Pasture management.

9° The Department of Basic Sciences, provides courses in Mathematics, Physics, Chemistry, and Biology.

Together, the nine technical departments at the University Center of Dschang represent tremendous sources of information for both small farmers in surrounding villages, the local Extension service, and existing public and private organizations.

METHODOLOGY

Between March and May 1987, 102 small farmers were selected at random at Foto, Foreke, Bafou and Fongo-Tongo, and interviewed. Questions in the interview schedule were aimed at identifying Extension problems. Then 96 small farmers were interviewed at Bafou to assess the impact of the University Center as a source of information. In addition to the samples of small farmers, 24 government agents and staff members were selected at random in the town of Dschang within public and

private organizations. Questions in the interview schedule were aimed at describing professional activities and problems, and what the potential role of the Agricultural University as a source of information in solving these problems could be.

The data collected were coded, and the general trends of the responses were analyzed using simple frequencies.

THE FINDINGS.

EXTENSION PROBLEMS IN THE VILLAGES SURROUNDING THE AGRICULTURAL UNIVERSITY

Discussion in this section is focused on cocoa, food-crop, animal production, and local organizations. These constitute the main areas of Extension interventions generally speaking.

EXTENSION PROBLEMS IN COFFEE PRODUCTION.

The regeneration of coffee farms is highly emphasized in Extension programs. It involves : using seedlings from improved coffee varieties (5 CFA/seedling), weeding, use of fertilizer, pruning, and pest control. The common Extension methods used by Extension agents are : farm and home visits, and method demonstrations. Both UCCAO (Coffee Development Authority in the Western Province) and Agricultural Delegations are involved in Extension interventions. Extension assistance by the above organizations are presented in table 1.

Table 1.

Extension Assistance in the villages surrounding the University Center.

Village	Foto	Foreke	Bafou	Fongo Tongo	Total	%
Yes -	64	11	8	17	100	96%
No -	1	0	1	0	2	2%

Table 1, indicates, more small farmers were interviewed at Foto village compared to the other villages. However of all the farmers interviewed 98% agree they do receive Extension assistance from existing Extension structures.

The number of years Extension assistance has been going on was investigated, as well as the nature of Extension assistance. The results are presented in table 2 below.

Table 2.

Number of years	%
At least 2 years	18%
3 - 6 years	82%
More than 6 years	0%
Distribution of seedlings	
Yes	90%
No	10%

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5° Drying the grains on cemented areas and not on the ground, under the sun. Artificial drying is not recommended.

6° Farmers are not advised to store the produce, but rather to sell immediately to the cooperative which has storage facilities.

Extension agents often organize demonstrations, slide or film projections to show farmers how to go about the process described above.

Only the Cooperative (UCCAO) buys coffee from farmers in the study area. Farmers take their coffee to collecting points, and from there the coffee is collected by the cooperative. Critical problems at this stage include :

- Wrong weighing of the produce by cooperative staff,
- Delays in paying bonuses by the Marketing Board.

Generally speaking the regeneration of coffee farms has had very little impact among small farmers. As an example :

- in 1985 at Bafou village only one person regenerated 1.500 coffee trees
- in 1986, about 10 farmers regenerated 2.000 trees
- in 1987, no regeneration at all.

EXTENSION PROBLEMS IN FOOD-CROP PRODUCTION

In food-crop production, Extension emphasizes use of improved seed varieties and appreciation of adequate cultivation methods. The crops involved are: corn, beans, pea nuts, soya-beans, tomatoes, cabbages, and potatoes. Farmers buy the seeds

from local stores and Extension agents demonstrate how to cultivate.

In the past 3 to 4 years soy-bean production has been highly emphasized in Extension programs. Posters are still hanging here and there as one goes through the villages. Basically Extension activities deal with production processes only, storage, processing and marketing are organized by small farmers themselves. Table 3 below sumarizes

Extension activities in food-crop production in terms of : assistance in production activities, seed selection, maintainance, and marketing.

Table 3

Summary of Extension Activities in Food-crop Production

	Production Processes	Seed Selection	Maintainance	Marketing
Yes	98%	96%	98%	1%
No	2%	4%	2%	99%

Basic problems in food-crop production apart from marketing include soil conservation methods. Most farmers still use fire to clear the land for cultivation. Soil fertilization is not well known and is not practiced in general.

EXTENSION PROBLEMS IN ANIMAL PRODUCTION

Very few farmers raise animals as a primary activity in the surroundings of the University of Dschang. Animal production is thus marginal when compared to crop production. The species of animals currently encountered are:

- Local chicken breeds
- local breeds of hogs
- local breeds of goats and
- local breeds of cows mainly in the Fongo-Tongo and Bafou Highlands.

Extension assistance in animal production is almost inexistant in the villages surrounding the University Center. The Local Veterinary section of the Ministry of Animal Industries has contacted farmers once and has asked them to build fences for raising animals. The reasons for this request were :-

- to protect the crops grown in the vicinity of the villages and the houses, and
- to control the spread of diseases in case of epidemics.

Apart from this unique intervention, there is no appropriate Extension program in animal production in general. Traditional practices are thus widespread in the area of animal production.

EXTENSION PROBLEMS ASSOCIATED WITH LOCAL ORGANIZATIONS

In most villages near the University Center of Dschang, small farmers have spontaneously organized different types of local organizations. These include: farming organizations, cultural organizations and organization involved in savings. In some cases even though, all these organizations do not receive adequate Extension assistance, village Extension workers are active members of the organizations. This potential advantage is unfortunately overlocked in change programs. Table 4 below describes how Extension programs relate to these organisations.

Table 4

Local Organizations and Extension Assistance

Organization	Extension Assistance	
	Yes	No
Savings	11%	89%
Farming	66%	34%

Table 4 above shows that farming organizations receive more Extension assistance than those involved in savings. This is true for all Extension services operating in the study area. However, attempts are being made these days to effectively assist households. Only the coffee cooperative is very active in this respect. Households can buy basic goods from the coffee cooperative at very low cost. These goods include: soap, building materials, etc.

Local organizations as mentioned earlier are not assisted by Extension services; instead members of these organizations have access to Extension education as individual coffee or food-crop producers. This is also true for access to agricultural credit and different other amenities.

THE POTENTIAL ROLE OF THE UNIVERSITY CENTER AS PERCEIVED BY SMALL FARMERS.

The views of small farmers about the potential role of the Agricultural University Center were investigated in the following

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areas:- Coffee, food-crop and animal productions; coffee Extension programs, coffee and food-crop marketing. As mentioned earlier research and Extension programs in the Agricultural University Center cover the above listed areas in small farmers' agriculture. It is thus logical to think that small farmers know about this and eventually relate to the University Center as an information source.

Coffee, Food-crop and Animal Productions.

The majority of farmers interviewed (90%) mentioned land preparation, disease and pests, harvesting, storage, marketing as some of the major problems in coffee production. Almost 50% did not mention Extension assistance in food-crop production, and about 18% mentioned animal diseases as the main constraint in animal production.

The majority of farmers interviewed also thought the contribution of the University Center would be profitable in farm input acquisition. These inputs included:- chemicals to control diseases and pests in coffee and food-crop production, fertilizer and farm implements. Farm input acquisition thus came first as the most possible contribution of the University Center in assisting small farmers in agricultural production compared to provision of Extension education, and assistance in marketing crops.

In marketing coffee, most small farmers mentioned transportation from the farm to the collection point as the major problem which they would like the University Center to solve if at all interested in helping them. In marketing food-crops, most

farmers did not exactly mention specific problems.

The above discussion suggests farmers do not have clear knowledge about the University Center as an information source. They rather talked about their problems and the ones that appeared to be priorities in their production activities. Assistance from the University Center is thus mostly viewed in material rather than educational terms. This is not surprising when one considers the general view of education as theoretical rather than pratical knowledge. This view of education is also shared among Extension agents, planners and decision makers who never emphasize education in development projects as demonstrated by Nyemba (1986).

THE POTENTIAL ROLE OF THE UNIVERSITY CENTER AS PERCEIVED BY PUBLIC AND PRIVATE INSTITUTIONS STAFF MEMBERS

The institutions that were investigated included, The Divisional Delegation of Agriculture (DDA), the Agricultural Engineering section, the Community Development section, the Coffee farmers, Cooperative (CAPLAME), the Plant Protectiin section, the Western Province Development Authority, the Veterinary section, and the Western Province Development Authority.

Investigations carried out in the above listed institutions gave the following results :

Twenty four staff members accepted to fill out questionnaires between April and May. Their characteristics were as follows :

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SEX

Twenty-three of the respndents out of twnty-four were males (95-83%) and only one was a female.

AGE

Of 24 respondents, 37.50% are below 30 years of age, 33.33% between 30 and 35 years, 20.83% between 36 and 40 years and 8.33% above 40 years of age.

EDUCATION

Among the 24 respondents in the sample, 67% had undergone higher education, 17% secondary education, 4% primary education, and 12% no education at all.

Time spent on the field

Forty two percent (42%) of the respondents had spent less than 5 years on the field, 28% between 5 and 10 years, and 26% above 10 years.

Responsibilities

Most people interviewed (50%) were involved in both administrative duties and direct interventions, whereas 29% were involved in direct interventions, 4% in administrative duties only, and 17% had no responsibilities at all.

Some logistical problems faced by the people interviewed in the exercise of their profession were also investigated. The results were as follows :

ACCESS TO NEW INFORMATION SOURCES

About 54% did not see access to new information sources as important, and consequently did not respond to the question. Thirty-three percent of respondents did not have access to new

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information sources while 12% did.

LACK OF TRANSPORTATION MEANS

Forty-six percent of respondents did not answer the question, 42% mentioned lack of transportation as a big problem in professional life, and 12% thought it was not important.

LACK OF EQUIPMENT

Thirty-three percent of the respondents did not answer the question, 63% saw the lack of equipments as important in job involvement, while 4% did not think so.

CONTACT WITH SMALL FARMERS.

Forty-six percent of the respondents did not answer the question, 21% thought lack of permanent contacts with small farmers took them away from local realities, while 33% did not see this as important.

POTENTIAL ROLE OF THE UNIVERSITY CENTER AS PERCEIVED BY STAFF MEMBERS OF PUBLIC AND PRIVATE INSTITUTIONS.

JOINT PROGRAMS

About 79% of the people interviewed in public and private organizations, thought the problems faced by staff members in these organizations could be solved if the University Center and these organizations could have Joint Programs, mainly in Extension education. Very few (16%) agreed that the University Center should design programs for the various organizations.

ORGANIZATION OF TRAINING SESSIONS.

Seventy-five percent (75%) of the people interviewed suggested that the University Center should organize training sessions for staff of public and private institutions, and about 71% indicated these training sessions should include visits to the University Center's experimental plots and animals farms.

Most staff members interviewed did not agree as to the use of vehicles and other facilities owned by the University Center even though this would facilitate contacts with small farmers. This view was consistent with the fact that priority for the resources available at the University Center should be on teaching and research.

It should finally be mentioned that even though staff members of public and private institutions felt the University Center had an important role to play in promoting the Socio-economic progress of the Dschang area, no written or verbal suggestions had so far been made to the University Center's authorities.

CONCLUSIONS AND RECOMMENDATIONS.

Our investigations in the villages surrounding the Agricultural University Center suggest that Extension activities are not efficiently organized in these villages. Small farmers' problems were : uneven assistance from one village to the other, high emphasis on coffee production at the expenses of food-crops production, animal raising, and local organizations. It also seems clear from our investigations that small farmers do not know exactly what to expect from the University Center. However

they mentioned a need for assistance in getting access to means of production, farm inputs, better transportation and marketing system.

For the staff members interviewed in public and private institutions in Dschang, investigations shouw most respondents are relatively young (30-35 years) have worked less than five, have very limited access to new sources of information.

Staff members of public and private organizations also thought the University Center could contribute a great deal in organizing training sessions, and in carrying out joint programs with the Extension service. Staff members also suggested that training sessions should be coupled with Field days and tours in the campus experimental plots and animal farm.

RECOMMENDATION.

The idea of the government in creating the University Center was to create a land grant type of institution linking Teaching, research, and Extension.

For the time being, the University is neither well known by farmers in the surrounding villages, nor by staff members of public and private institutions. Very little is known at the level of the University Center about the concerns and problems of potential clentele even though the idea of linking the University to the Society is well accepted at all levels.

At present time, all activities of the University Center are focused on ~~research~~ teaching and creating facilities. The present economic crisis leaves very little hope for the University to open up to surrounding communities. But at the same time even

though no money is allocated to research in 1987/88 academic year, I think the present crisis is a unique opportunity for the University Center to come up with challenging, aggressive, and orginal ideas to overcome the crisis. Such ideas should be marketable unlike in the past where research was being done for the sake of research, and not for the sake of development.

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GUIDELINES

Project Plan
4/88

A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.